

# Whalesong

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## Environmental Science Program offers a world of opportunities

Cherilyn Johnson  
Whalesong Reporter

You can earn a B.S. in Geology at UAF with an emphasis in Economic, General, or Petroleum Geology, and you can earn a B.S. in Geomatics, whatever that is, at UAA. But if you want to earn a B.S. in Environmental Science from the University of Alaska, you have to come to UAS.

The UAS Board of Regents approved the Environmental Science Program in February 1997. According to

the natural beauty and resources of Southeast Alaska. In addition, it will help achieve the school's mission of providing programs that meet the needs of the local community and the state.

"We think that this program can make a big contribution to both the local community and the state in terms of the students that it produces that work in the environmental science field and the research that is produced in conjunction with the program," Pugh said. He sees environmental science as very important in terms of preventing pollution while at the same time allowing for reasonable development.

Cathy Connor, geology professor at UAS and coordinator of the Environmental Science program, said the new program is going well and has been enthusiastically received by the students participating. Approximately 20 students are enrolled this semester. Ten of them are transfer students who joined the program "in progress," having already completed their lower division science requirements elsewhere. Eight students are starting from the very beginning by taking the Introduction to Environmental Science course, and there are a few students who have declared Environmental Science as their major but have not yet begun actual course work in the program curriculum. This is a good enrollment for a program in only its second year, but ENVS faculty members Randy Stahl and Carl Byers both said they would like to see more students involved in the program.

ENVS student Kathy Heflin enrolled in the program last fall after taking classes at UAS for several years. She is currently serving as an intern with the Environmental Protection Agency, designing informational brochures and displays that will be used as part of the "Walking Tour of Juneau." One brochure deals with the oil and gas industry in Alaska, and the other takes a look at the Exxon Valdez restoration process in Prince William Sound. The 10-year anniversary of the big spill is next year. "I was really happy when they started the Environmental Science program," Heflin said. "I like the sciences, but I didn't want to go the route of biology or marine fisheries. This gave me an alternative in the science field."

Another ENVS student is currently serving an internship as a data entry operator updating a geologic website. Last summer a student in the program worked as a hydrology technician in a forestry sciences lab.

Opportunities in the ENVS include participation in GEOL 315, "Glacier Survey Course," which for the past three years has studied the dramatic 1995 retreat of the LeConte Glacier near Petersburg. Last May, four students at UAS participated in the course, along with one student from UAF. Information gathered as part of the "Glacier Survey Course" will be presented as a paper to the American Geophysical Union's annual fall meeting this Decem-



Photo by Cathy Connor  
Luke Tabor, April Graves, and Kari Mattocks observe calving at LeConte Glacier.

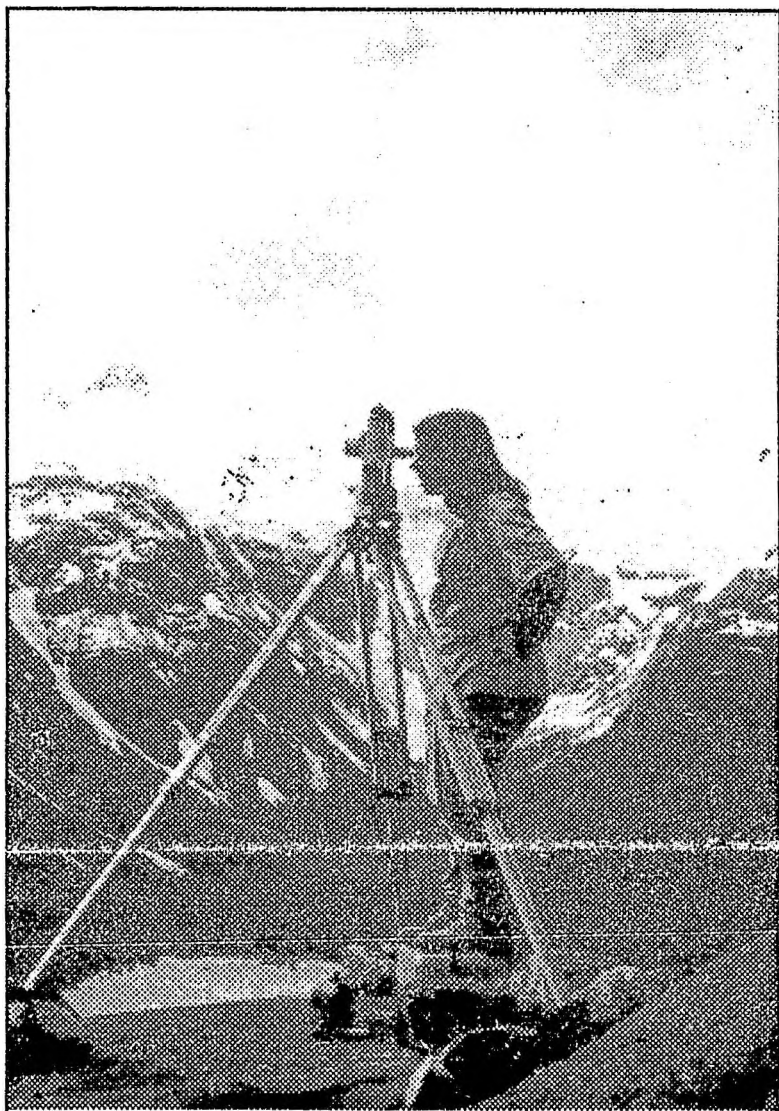


Photo by Cathy Connor  
April Graves surveys LeConte Glacier from North Camp.

Vice Chancellor Roberta Stell, it is the first new bachelor's degree program approved at UAS in the past 10 years.

The curriculum for the program appeared in the UAS catalog for the first time last fall. Major requirements range from general botany to geomorphology, and breadth requirements give students choices such as limnology and biogeochemistry.

Dean John Pugh said the ENVS fits into the university's strategic plan to develop programs that utilize

ber in San Francisco. UAS student April Graves, a junior in the Environmental Science program, is a co-author of the paper. Connor says it is very unusual for a student to co-author a scientific paper at this stage in her education.

An important element of the Environmental Science program is the capstone course. According to Connor, a capstone course is a senior-level course intended to measure what students have learned and to polish the skills they have developed. The students gain practical experience by working as interns or research assistants, and learn how to integrate class work with real-life job opportunities in the environmental science field.

Last spring, the Mendenhall Watershed Seminar served as the 1997 capstone course for the Environmental Science program. Each student in the program linked up with an agency scientist from organizations such as the National

Continued on Page 8



Photo by Tina Anderson

If they're so lucky, why can't they fit through doors? Amy Dagley and Collyn Pilgreen took 1st place in the UAS Halloween costume contest. For more results, see page 11.



Photo by DJM Bowes

Wooch Een Club and other UAS staff and students dancing in the Lake Room. The club will hold events all November in honor of Native American Heritage Month. See pages 6-7 for more.

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## Editorial Page

### Letters to the editor

#### The Ailing Drug-War Judge John Stern

Twenty pills? Bond will be set at \$80,000, bond court Judge John Stern ordered. But judge, the defendant protested. \$80,000, take her away, the judge commanded. Here was drug-war justice. Tough love. Here was righteousness, substance-free justice dished out with a heavy dose of fear. Although the judge had only set bond, the message was clear: incarceration loomed likely for drug-law violators in this courtroom. Aiming to sober and detoxify those who had fallen from the straight and narrow, the judge belloved fire and brimstone from his pulpit-like bench. This was drug-war goodness at its best or, at least, drug-war justice.

No clean needles. No methadone. No nonsense. Here was a judge who knew how to throw the drug-war book at a villain caught in the drug-war snare. Mend your ways and conform your conduct to the law or serve as an example to others who would defy the law — this was the message of Judge Stern.

You want bond? Submit to random drug-testing. You want freedom? Forfeit the freedom to do drugs. You want to go home? Go to school or get a job.

Who was this man in the black robe? He was a man who had known mostly suffering, personal pain, the pain that comes from multiple back surgeries and failed-back syndrome; who knew hunger as a child and young man; this was the son of a drunkard, a self-made man of steel, an old softy behind his iron mask. This was a man of God, a student of the Bible, a farm boy, a leader, a dreamer, a believer, a success. This was a man of compassion, of virtue, of sincerity, of understanding and courage. This was a man made strong, sharpened on steel, a man intent on helping his fellow man.

Now, it has been 20 years since the good judge first donned his black robe. The good judge is retired. Tired. Old. The judge has unrelenting back pain, clogged arteries and failing kidneys. Now the stern judge, who defendants feared, needs the substances he condemned others for using.

But the judge practiced what he preached; he disdained the idea of submitting his torn body to relief from addicting drugs. Stoically, the judge endured pain until he could no more. He was forced in the end to surrender to the narcotic substances he fought against so long. But then came the body's recoil from the pills and pain. The judge regurgitated his food and many medicines. He languished and he wasted.

The judge's son suspected one of the agents that the judge had fought against for so many years — cannabinoid — was a non-narcotic alternative that might offer the judge the help needed. But, like the federal government, the judge could not countenance it. The good judge would die in pain before he would use an unlawful substance to find relief. And his government would let him.

I am not angry any more. I do not even suggest medical marijuana to my ailing father. My government has consigned my father to a cross of pain in a drug-war gone insane. My government sucks the life out of my father each day and has well extinguished the fire in me to fight it longer. But I wish I could vote Tuesday, in Alaska, Oregon, Nevada, Washington and the District of Columbia. Let me vote for medical marijuana.

An Anonymous Voter and Citizen  
November 1, 1998

## Whalesong

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Dear Editor,

Equal protection under the law is guaranteed by the US Constitution, but lawmakers everywhere couldn't care less. Gays are the niggers of the '90s and boy do people love to bash away! I would just hope that a sane thinking straight person can see how eroding the rights of some people by giving special rights to one group over another is eventually going to have implications on their lives and freedoms as well. Civil rights are not to be decided by selfish public forum. Please vote for civil liberty in the election. NO SPECIAL RIGHTS FOR HETEROSEXUALS! Thank you.

Christian Matthews

*The previous letters arrived too late for publication in the election edition of The Whalesong. Though the election is passed, they are still worth printing.*

Whalesong Editor:

Whatever happened in the CONDOM CASE? I refer, of course, to the Whalesong story of the condoms being available to the men on campus via the Freebie Box at the UAS bookstore. Condoms were NOT included in the box for women.

In this "enlightened" age, I am disappointed and dismayed. What is the message here? Are MEN the only ones responsible for safe sex? Whose narrow decision was that?!

What is the University's position?

A Concerned Student

#### ELECTION RESULTS FROM THE STATE OF ALASKA HOME PAGE

These results are still unofficial because all the absentee ballots are not yet counted. This table shows only the top two results, or in some cases the top three.

U.S. Senator  
Frank Murkowski Republican 74.64%  
Joseph Sonnenman Democrat 19.73%

U.S. Representative  
Don Young Republican 62.52%  
Jim Duncan Democrat 34.77%

Governor/Lieutenant Governor  
Knowles/Ulmer Democrat 51.48%  
Write-in Votes 20.21%  
Lindauer/Ward Republican 17.44%

Senate District B  
Kim Elton Democrat 55.10%  
Don Abel Republican 44.58%

State Representative District 3  
Beth Kerttula Democrat 82.10%  
Write-in Votes 17.99%

State Representative District 4  
Bill Hudson Republican 72.86%  
John Clough Democrat 26.56%

Ballot Measure 2 - Constitutional Amendment Limiting Marriage  
Yes 68.12%  
No 31.88%

Ballot Measure 3 - Constitutional Amendment Reorganizing Reapportionment Board  
Yes 51.46%  
No 31.88%

Ballot Measure 5 - An Act Prohibiting Billboards  
Yes 72.07%  
No 27.93%

Ballot Measure 6 - Requiring Government to Use English  
Yes 68.57%  
No 31.43%

Ballot Measure 7 - Term Limits Pledge for Candidates  
Yes 49.69%  
No 50.31%

Ballot Measure 8 - Bill Allowing Medical Use of Marijuana  
Yes 57.96%  
No 42.02%

Ballot Measure 9 - Bill Prohibiting Trapping Wolves with Snares  
Yes 36.58%  
No 63.42%

## Faculty Contribution

### Anyone can read the book

By Robin Walz  
UAS Professor of History

"Why am I involved in higher education?"

My response to the question is autobiographical: The circuitous pathways of education have transformed my own life, from farmer's son into university professor.

It's a big stretch, and it has had its share of expense and pain, as well as rewards. And it's all been worth it. Several times over. In a contemporary moment marred by social and political cynicism on the one hand, and moral self-righteousness on the other, I continue to believe that, pursued in the proper spirit, higher education cultivates a rich personal life and nurtures human sympathies.

The story which leads me to this belief can be charted through three stages of my life: My childhood in a Presbyterian congregation, my experiences as a secondary school teacher, and my graduate training in public universities.

Growing up outside Olympia, Washington, my mother dragged to Sunday school every week, in itself not particularly noteworthy. What was remarkable, as I later

found, was that my hometown Presbyterian church was very traditional in its emphasis on reading the Bible and its interpretation through various theological commentaries (in college, I discovered that some Presbyterians churches were extensions of country club lifestyles and others had taken an evangelical turn towards fundamentalism).

What I learned through all those years of Sunday school was, "Anyone can read the book." More often than not, Biblical interpretations suggested by ordinary members of the congregation (ranging in age from their teens to their 90s) paralleled the views of eminent theologians. The message I took away from those years was that attentive study, not dogmatic belief, was the key to understanding. (My parents encouraged academic study at home as well, as they would let me off the hook for doing certain chores if I holed up in my room and did my schoolwork.)

After high school, I entered Whitworth College with the idea that I would be either a music or philosophy major, but I ended up pursuing a degree in history. ("Why choose," I asked myself, "when history studies everything?") I didn't know this

would turn into a teaching career until my junior year, when I learned that my cello-stand partner's mother ran a school. In the six years after I earned my B.A., I taught history (and sometimes pre-algebra, music, and film animation) at her small private secondary school, Hillside Student Community, in Bellevue, Washington. Originally an alternative school, Hillside took a turn towards college prep in the late '70s while continuing to appeal to students who "slipped through the cracks" of regular high school.

The curriculum at Hillside was multifaceted, emphasizing art, foreign languages, and creative writing in addition to the traditional math, English, science, and social studies block. During those years, I learned that beyond merely reading the book, anyone could be an artist and poet as well.

When I moved to San Francisco in the mid-1980s, I learned that higher education included social diversity, as well as a wide range of academic subjects. Attending San Francisco State University excited me tremendously; it was the first time in my life that I had daily interaction with, and was exposed to the views of, a wide cross-section of society. My excitement about my

graduate education was fed by San Francisco itself, and the civic pride that city takes in celebrating its diversity. This encouraged me to continue my studies at the University of California at Davis, where I spent the next six years as a teaching assistant and instructor in history, honing those skills and making those mistakes which UAS students in my classes both enjoy and lament today. Through these years at two fine public universities, I came to believe that, beyond intellectual understanding and personal enrichment, the benefits of higher education should extend to the widest possible cross-section of society possible.

Which leads to why I am involved in higher education at UAS today. The pedagogical elements and personal experiences which have been crucial to my own development are here as well: open enrollment, an emphasis upon the liberal arts, a diverse student population. And it's a stunningly beautiful environment (did you catch those Northern Lights?).

Why pursue higher education? Think of it as an invitation to an enormous, dazzling, mouth-watering banquet. And you're invited. Pull up a chair, and dig in.

## Students respond to election results

By Dave Jackson  
Whalesong contributor

In some areas I was pleased with the results of the election. I had doubts whether Kim Elton would beat Don Abel for the senate seat. Elton has been working very hard in the House of Representatives. I had a fear that Don Abel would overturn him because he was a very popular candidate and had a lot of money to spend on the campaign.

The re-election of Tony Knowles pleased me as well. None of the other candidates had Knowles' "get on top of things" attitude. I appreciate his moderate approach to being a Democrat; I think moderation is particularly important in today's political climate because there is so much extremism today.

I think putting The Reapportionment Board under the legislature's control is a bad move at this time. In other states the power to delegate a reapportionment board started, and remains, within the legislature. In Alaska, however, this move emphasizes a huge shift of power from the governor to the legislature. Currently the checks and balances system of government is off balance because there is a veto-proof majority in the Alaska legislature.

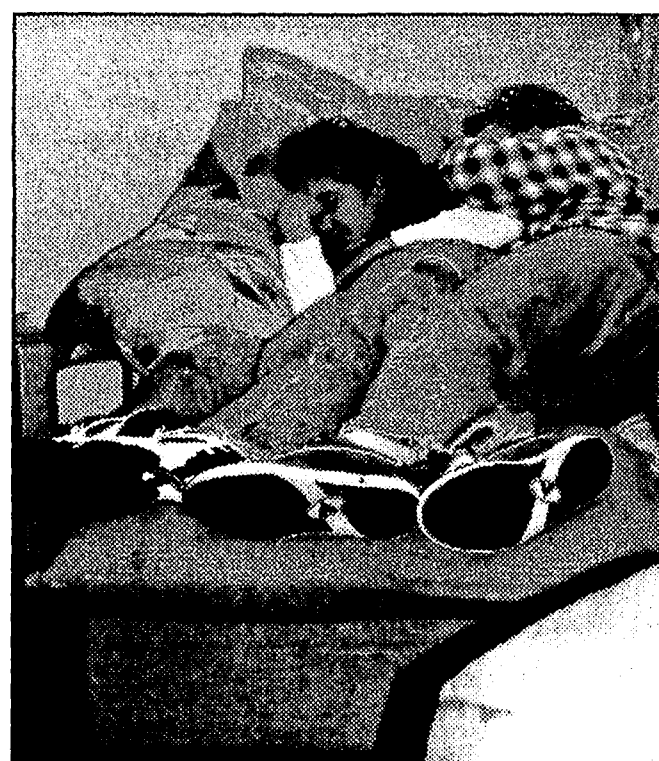
We also see an example of this unhealthy power shift in the passage of Proposition 2. Apparently, if the judicial

system finds a law unconstitutional, the legislature will put the issue before the public and have the popular vote make rulings, rather than allow the system to function as it should. A lot of people think it is the free will of the people to re-write the constitution. Here's my disagreement with that approach: People overlook the purpose of the constitution. The constitution is a philosophical contract. The constitution contains the rules for making the laws—the laws that govern the laws. When people go to court, they're not tried for breaking the constitution, they're tried for breaking the laws. When a verdict is overturned, it is because the government did not act within the rules of the constitution. Here's the classic example I use for this: You will never hear a story about somebody appealing a court case because a government made them marry someone.

Here's another way to look for it. The first clause of the Alaska constitution says that all citizens are entitled to equal rights and privileges, and then it says marriage is to be limited to one man and one woman. The purpose of a bill of rights is to ensure people liberty in the pursuit of happiness. The United States Bill of Rights gives us the right to bear arms, the right to assemble, the right to free speech and a free press. These rights open doorways that aren't available in other countries. The passage of Proposition 2 is the only time where a constitutional amendment has been passed to limit an opportunity. To have a limitation is not an equal right. It is equal treatment, (limits on interracial marriage were equal treatment too) but it is not an equal right.

With only two Democrats elected into Alaska's current legislative body, we're going to see another term with a super-majority passing legislation on a moral agenda in an attempt to please constituents. Rather than being tools of law and justice, they are lobbyists for popularity. The majority has been so focused on gaining the popular vote by pushing a moral agenda that they have neglected their responsibility to resolve subsistence. The U.S. Supreme Court ordered Alaska to bring its constitution into line with the Alaska Native Claims Settlement Act. In my opinion, their sole duty in the '98 session was to create a subsistence amendment and put it on the '98 ballot. In the four month standard session they failed to do this. In a one-month special session that, I will note, they were paid for, they also failed to do this. And Nov. 3 Alaska voters said "That's OK".

To conclude, since voters fail to rescind legislators for inaction, and increase their power, and approve their redundant, constitutionally immoral procedures, we are beginning to be governed by popular kings, not representatives.



Students stress about homework assignments.

#### What is your reaction to the November 3 election results?

WS - Nothing. I call myself apolitical. Not only do I not know what happened, but I don't really care.

Wonder - I have mixed emotions regarding them. I was surprised that marijuana passed and that Ballot Measure 2 did, too. I was really surprised that Kim Elton won and Don Abel didn't.

Dave J. - I wasn't surprised. Re-apportionment should not have passed. This election resulted in a severe transfer of power to the legislature. There's now a veto-proof majority in the legislature.

WS - I was surprised and disappointed that Ballot Measure 2 passed, but I was glad that 5 and 8 did. And I was glad that restrictions on wolf snaring didn't pass and that Lindauer isn't our governor.

Genji - Just once I'd like to see all those judges go.

Verity - I'm glad Yes on 2 passed and really sad that "English only" passed. I think it's good that the marijuana measure passed but I don't know if the government is going to be able to do what they said they'll do.

Jon - I haven't really thought about it.

Dave K. - I wasn't surprised but I was a little ashamed. Some of the things that passed I think were a step backwards.

Suzan - I'm slightly disappointed in the state's fear of marriage, and disappointed in people limiting things they have no business limiting. And I was surprised that the marijuana measure passed; I consider it much more controversial.



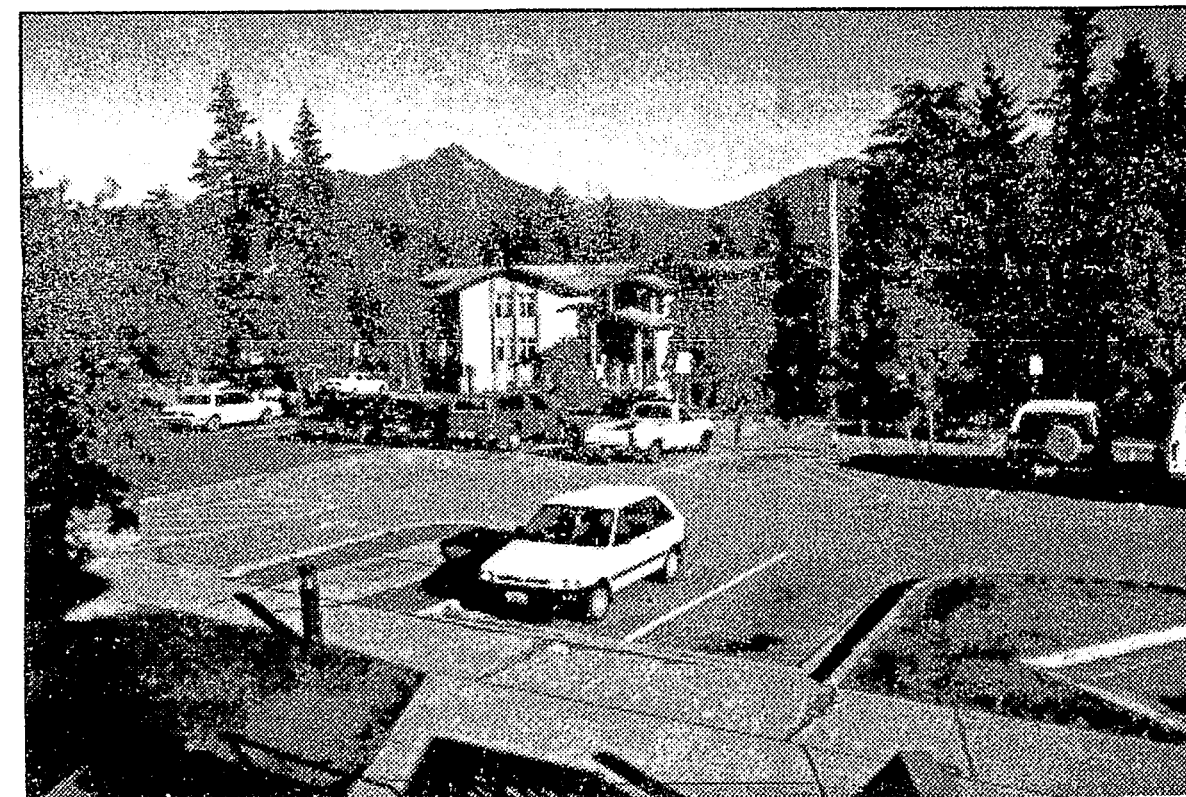


"It's just like an episode of Sesame Street."  
--Elifjah

By Hillary Woelkers  
Whalesong Contributor

A few days ago, it was brought to my attention that the powers that be in housing are feeling pretty pleased with this year's batch of Banfield Hall residents. They've tightened up security, and with the aid of surveillance cameras, managed to keep drug and alcohol use down to a tolerable level.

Not really believing this to be true, I took a little trip back to Banfield Hall on a Saturday night to see what was really going on. I walked through the front doors into a scene that any college would be proud to include in its handbook. A group of students was clustered on couches watching a movie in the second floor lobby. Upstairs, another student was quietly studying. There was no way of knowing what was going on behind closed doors, but I had a feeling that it was nothing too wild, nothing insane, nothing at all like last year...



Banfield Hall as seen from the UAS Housing Lodge.

Photo by Rose Merculief

## Banfield Hall: then and now

By Whalesong Staff

This year's residents at Banfield Hall are off to a much better start than last year's, according to housing manager Timi Hough. Former Community Advisor, Carl Westphal agrees. "This group seems much more into studying. They still party some, but the main reason they're here is for school." He points out that this was not particularly the case with last year's group. While the numbers won't be known

"Ain't nuthin' but a G-thang, baby." --Greg



## No one here gets out alive

### A year of fear and loathing in Banfield Hall

In the fall of 1997, I moved into Banfield Hall with the idea that it was going to be like every other dorm I'd ever lived in. In other words, I expected that there would be a lot of drugs and sex and a minimal amount of studying. After a couple weeks, however, I realized that I was living in an atmosphere of excess where the way of life was drugs and more drugs and sex and no studying whatsoever. It was not long after I came to this realization that strange things began happening. The furniture, when it wasn't being broken or stolen, began to mysteriously pile itself into impossible feats of engineering in the lobby and the elevator. In the wee hours of the morning, the strangled cries of dying cats could be heard drifting through the hallways. The dying cats (which turned out to be only a recording) made their daylight debut at Banfield Hall's official opening ceremony and left quite an impression on the governor and the mayor, who were both in attendance. It is rumored that they still actually believe they were torturing kittens on the third floor. After everything I've seen at Banfield, I'd believe it, too.

It was about mid-semester when the drugs really began to take hold; when they began to seep into the lives of everyone: the smart students, the innocent good girls. By then, half the dorm was buying, selling, or smoking on a daily basis. In our

rooms, in the woods, in our cars, in the study room, on the front walkway, everyone must have known what we were doing, but nobody seemed to care. The more sh\*t we got away with, the more sh\*t we pulled. You could feel a sort of underlying madness building. On Halloween, it exploded. Because of the decorations, most of the lights had been blacked out, and Banfield took on a cave-like appearance. On the second floor, each door was posted with the name of one of the seven deadly sins. No one even hesitated to notice the irony. It was to these rooms, under cloak of darkness, that we ran trick-or-treating for shots and drugs and whatever else we might find. By 10:30 that night we were falling up the stairs, down the stairs, and rolling around on the floor of the lobby in a pile of drunken glee. By 11:30, a handful were still puking. By 12 most of us were passed out. I remember only one image vividly from that night, and that was the look of disgust and almost fear in a CA's eyes as I slurred "Happy Halloween" and fell up the stairs right in front of her.

It was a couple weeks after Halloween that the atmosphere at Banfield Hall began to go sour. We had become spoiled and lazy. It was the point at which we stopped trying to get away with things because we thought that there was no way we could possibly get caught doing anything. This assumption, of course, was wrong and dangerous.



Banfield Hall as seen from one of the couches.

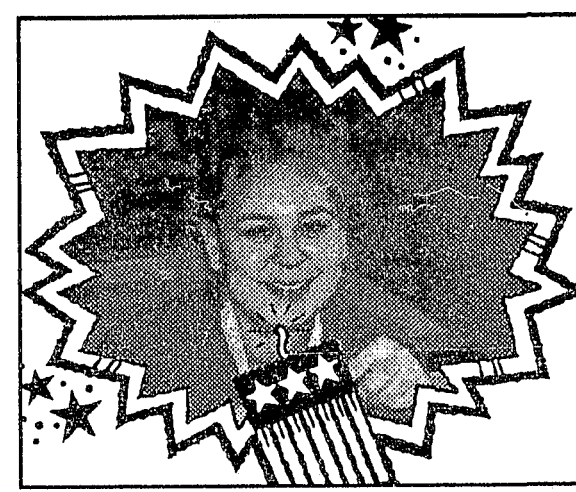
Photo by Rose Merculief

events are designed to be fun for the students who are there by choice, and beneficial to those there on account of their choices. This referral costs \$10. Failure to appear is an additional \$25. During this time, if the student breaks any other housing policies, he/she will automatically move to the third level of offense.

The third level is referred directly to the Housing Director. This behavioral intervention may include termination of housing contract, being placed on a behavioral contract, or mandatory referral for outpatient intervention.

Substance abuse infractions were dealt with last year, but housing did not have a policy like this in writing. "[Current residents] seem to respect that we do have rules and policies," says Hough. She suspects that students are involved in the same sorts of activities; they are just taking them off campus.

Last year was a year of transition, which may have accounted for some of the problems. It was Hough's first year at UAS, and the second year UAS had a traditional dorm. Hough says the numbers of cases of in-



"I love it! It's a unique and interesting experience." --Muriel

People were arrested; others impregnated. A fire started on the second floor. A series of room searches by the housing staff revealed a hidden cache of drugs, booze, and weapons. The people we had grown to know and love suddenly became boring and annoying. As the darkness of winter settled in, we began to loathe each other and ourselves. Our excesses had become exhausting and as routine as brushing our teeth every morning.

Shortly after finals, a friend of mine turned to me and asked if I had ever thought college would be anything like what we had experienced. My answer was no. No, I had never expected to meet and fall in love with so many crazy, irreplaceable characters or experience so many crazy, irreplaceable events. And, no, I never expected to come to the conclusion that pleasure and love are always interchangeable with fear and loathing.

At least I can't say I didn't learn anything at Banfield Hall.



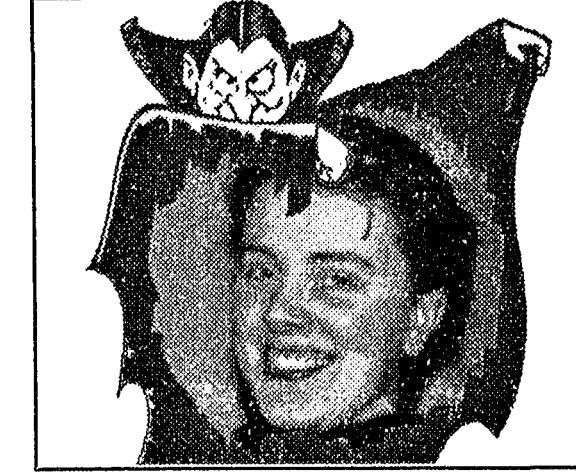
Banfield Hall as seen from one of the couches.

Photo by Rose Merculief

terventions in situations of alcohol use went from around seven the year before to 185 in her first year. She thinks this jump in numbers is a reflection of her recording more cases than the previous manager.

Hough points out that while control must be maintained, she also wants to be realistic about the fact that students are drinking. She and the current residents of Banfield Hall seem to have found a healthy middle ground.

"We're just one, big, happy family." --Kim



## Phoenix rising: education on the edge

By Cherilyn Johnson  
Whalesong Reporter

Michael Ciri, Manager of Computing Services at UAS, thinks parents should be involved in their children's education. That's why he became a volunteer at the Phoenix program where his daughter is a student. "I need to take some time off work and it's a good way to use my time," Ciri says. "I believe in giving back to the community, and this is a good way to do it."

Ciri, whose background includes math, computer programming, and visual arts, enjoys the opportunity Phoenix gives him to be involved in a diverse range of subjects. During a recent visit to Phoenix, Ciri helped a student design a website and helped other students with French and algebra studies.

Although classes meet upstairs in the Marie Drake Middle School, the Phoenix program is affiliated with Juneau Douglas High School—"a school within a school," according to Principal Ron Gleason. Phoenix stresses a teamwork approach to inter-disciplinary, project-based education. Students collaborate with a group of peers while they work on projects, upperclassmen and younger students working together.

Phoenix science teacher Eric Lundquist says, "Statistics will bear out that employers are looking for people with the ability to work in groups and teams." Phoenix emphasizes group collaboration so that students can get used to the process.

Based on a national model of schools with a heavy technology emphasis and a comprehensive approach to learning, Phoenix gives students hands-on opportunities with computer, internet, video, and audio technology.

"What we hear from businesses and people outside of the school is that they would like to see people come out of the educational system with the ability to collaborate and problem-solve," says Gleason. "In today's world we're hearing more and more the need to have students technologically competent."

Last year was the Phoenix program's fourth year in Juneau, and according to Gleason, between 20 and 22 se-

niors were graduated who had been with the program for all four years. Since the program's first group of seniors hit the job market so recently, it might be a little soon to evaluate how successful Phoenix graduates are in the "real world." But Phoenix graduate Matt Seguin works in the Computing Services department at UAS, and his supervisors have been very pleased with his performance. "We've been tickled with his technical skills," says Academic Computing Coordinator Barney Norwick.

Designed for 130 students, the program currently has 105 students enrolled. Throughout the school year the students will work with the five teachers on the Phoenix program faculty: Lundquist, Mia Costello, Karin Reyes, Mary Lou Gervais, and Jane Hettinger. Three of the teachers—Costello, Reyes, and Gervais—are graduates of the MAT program at UAS.

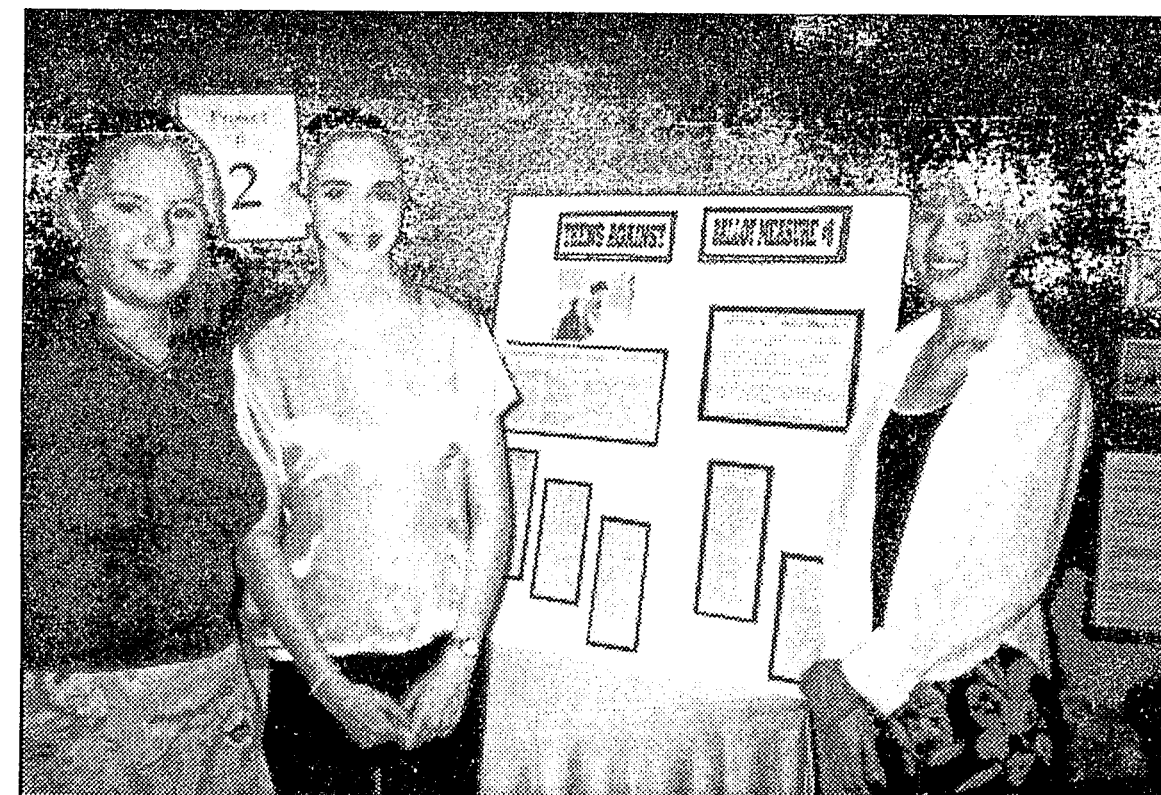
"The teachers work as a team," Ciri says. "They talk to each other and try to incorporate things together, to come up with projects that go across all the classes." Lundquist says the teachers plan three large projects each year. Each project is designed to "integrate across the curricula," to encourage and develop group work, and to answer an "essential question"—for example, "How can we impact the democratic process to influence the future?"

In answer to that essen-

tial question, teams of Phoenix students put together 25 projects that were displayed and assessed at the 1998 Phoenix Democracy Fair, held at the Baranof Hotel on Nov. 3. The "Save Our Scenic Drive" sign near the Mapco station was a Phoenix project. And Phoenix students plan to present a plaque to the district that had the highest voter turnout in the recent election.

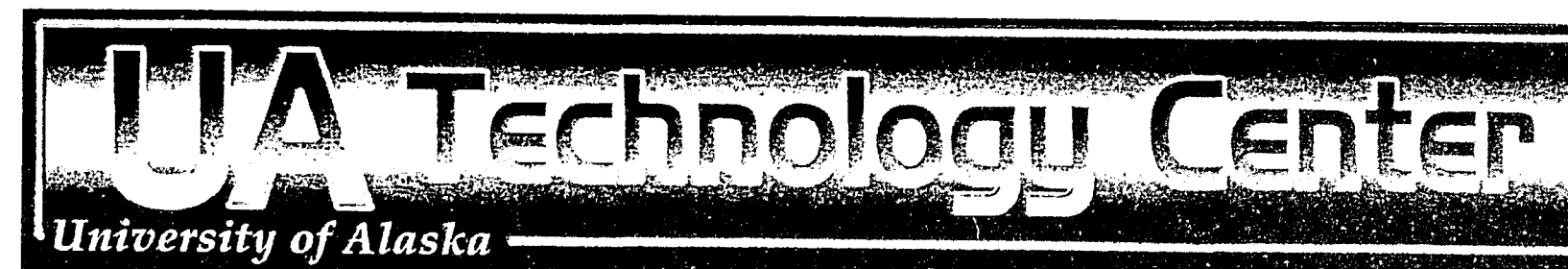
Ciri appreciates this inter-disciplinary approach to learning. "In the real world you don't just do math," he says. "You do math in relation to something else." For ex-

Continued on Page 12



From left to right: Amanda Bunch, Dani Tonkin, and Aera Hoffman. "Teens Against Ballot Measure 8"

Photo by Don Johnson



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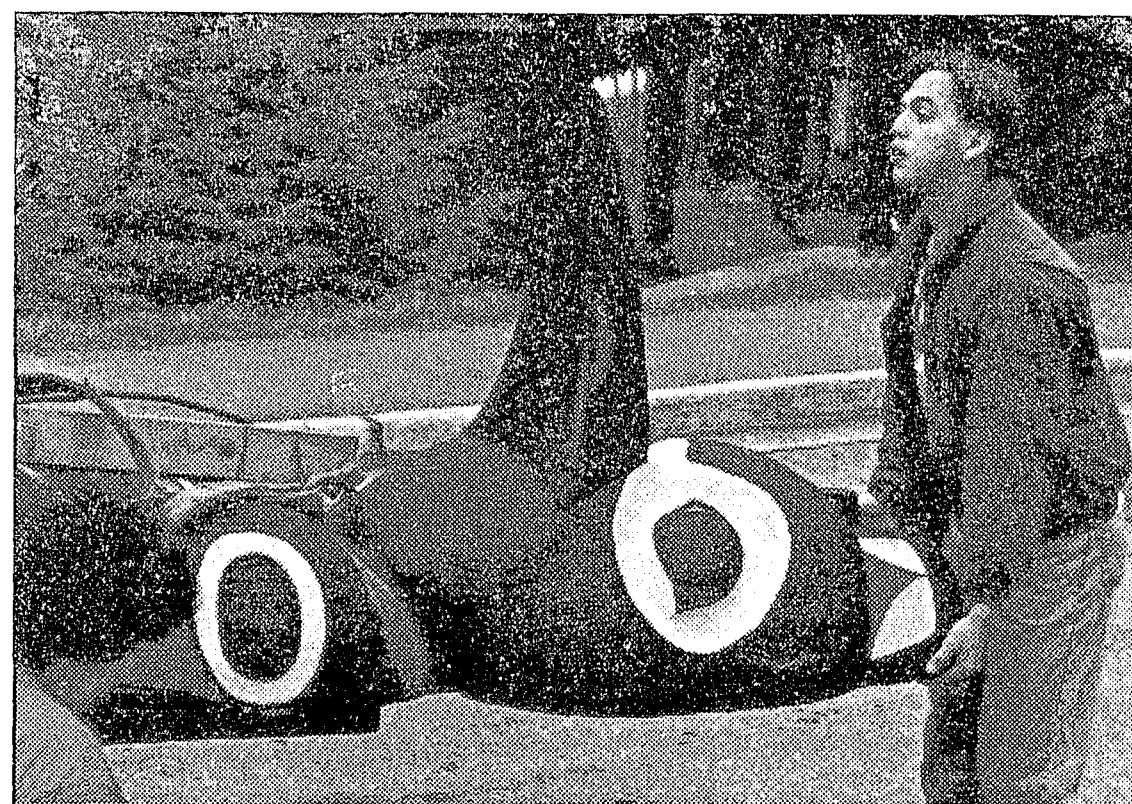


## UAS celebrates Native American Heritage Month

Photos Courtesy of Pattie Adkisson & The Native and Rural Student Center



Students and staff raise the raven totem pole at UAS, Oct. 3, 1993. (above and below)



Former student Roger Brown of Klawock seems to carry the pole with ease.



Sitka, 1904 potlatch, leaders of the Eagle/Wolf clan next to the clan housepost.



Alexandria Dugaqua, Keilganex, Pattie Adkisson, Keikxkwein, both Raven/Sockeye, and Mary Sternfelf. Drumming up students for AISES.

For websites containing Native information, point your browsers to:

The Index of Native American Electronic Text  
<http://hanksville.phast.umass.edu/misc/NAresources.html>

The Annotated Bibliography of Recent Books  
<http://www1.pitt.edu/~lmitten/indians.html>

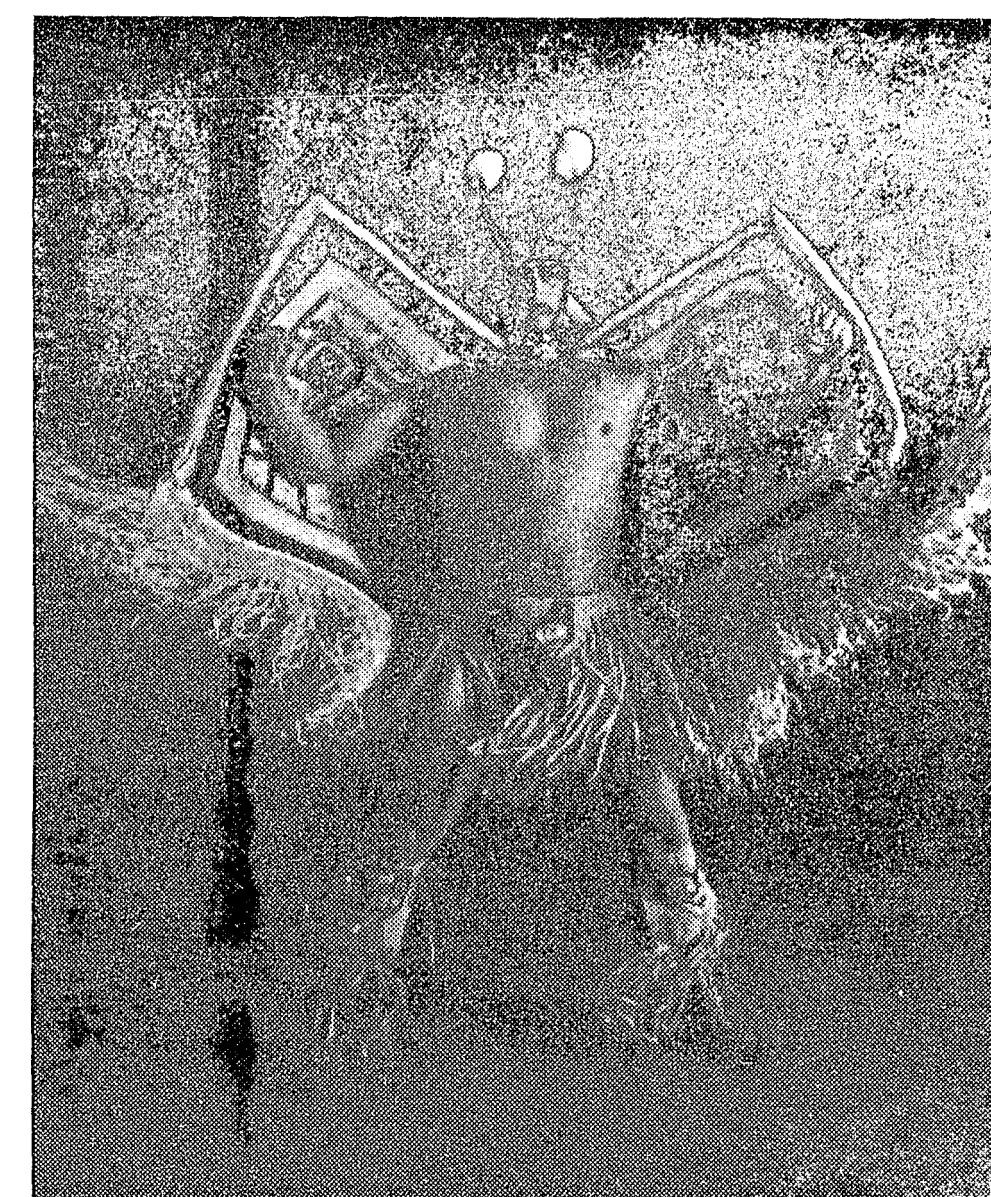
The Alaska Native Knowledge Network:  
<http://www.ankn.uaf.edu/>



The late Pete Johnson of the Gie Sun Dancers of Haines, at the UAS pole raising in 1993.



Yarrow Rowena Vaara, Tlingit name S'akjei, Gaanaxadi clan, Raven Mink House at a Klawock totem raising and clan house dedication, July 11, 1998.



Patrol Sargeant Ben Coronell, Osh Gan, is a part-time UAS student. He is directly descended from Chief Kow ee, who was also a police officer in Juneau. Here Ben, who is Yanyeidi, Eagle/Wolf, is dancing in a Chilkat robe.



Eagle Raven Dancers Tina Pedersen and Barbara Searls at UAS Nov 3, 1998.

### The Bridge Builder

An old man, going a lone highway,  
Came at the evening, cold and gray,  
To a chasm, vast and deep and wide,  
Through which was flowing a sullen tide.  
The old man crossed in the twilight dim—  
That sullen stream had no fears for him;  
But he turned when he reached the other side,  
And built a bridge to span the tide.

"Old man," said a fellow pilgrim near,  
"You are wasting strength in building here.  
Your journey will end with the ending day;  
You never again must pass this way.  
You have crossed the chasm, deep and wide,  
Why build you the bridge and the eventide?"

The builder lighted his old grey head.  
"Good friend, in the path I have come," he said,  
"There followeth after me today  
Some youth whose feet must pass this way.  
This chasm that has been naught to me  
To these fair-haired youths may a pitfall be.  
They, too, must cross in the twilight dim;  
Good friend, I am building the bridge for them."

-Will Allen Dromgoole



Wooch Een logo, created by former student Tommy Jimmie, Jr. in 1993. Symbolizes "working together to raise our hopes and our dreams."







## Cooking with Dave

Citrus Salsa

1 orange (chopped)  
1/2 cup pineapple (chopped)  
1 banana (chopped)  
some melon (chopped)  
some blueberries, or any other berries

lemon, lime, or both—squeeze out the juice (watch the seeds and pick them out) or any other fruit you have lying around that needs to be used.

1 minced sevano or jalapeño pepper  
maybe a little cayenne pepper for some "wow"

and of course some cilantro chopped and added to taste

maybe a pinch of salt

(chef's secret...just a pinch of powdered coriander seed...sshhh...)

This goes great with grilled halibut or salmon but adds a fabulous fruity flair to any festivity.

—David H. Schmidt Jr.

## What is diversity week all about?

By Tenaya L. Hergert

Diversity week started as a class assignment for Samir Semi-Moore's Multi-cultural Communication class. We realized nothing had really been done on the UAS campus or housing to directly approach the subject of diversity. We really wanted to do something about how segregated our campus is, how people seem to stay in their own cultural group. So, Amy Dagley, Don Mercer, Collyn Pilgreen and I formed a diversity week with some events taking place on campus, and some up at housing. My hope is that diversity week will continue to happen every year, and every year more people will get involved to celebrate the diversity of our cultures. After all, "If we all were exactly the same, only one of us would be needed." —Timothy Quinn.

Look for schedules of events posted around campus.

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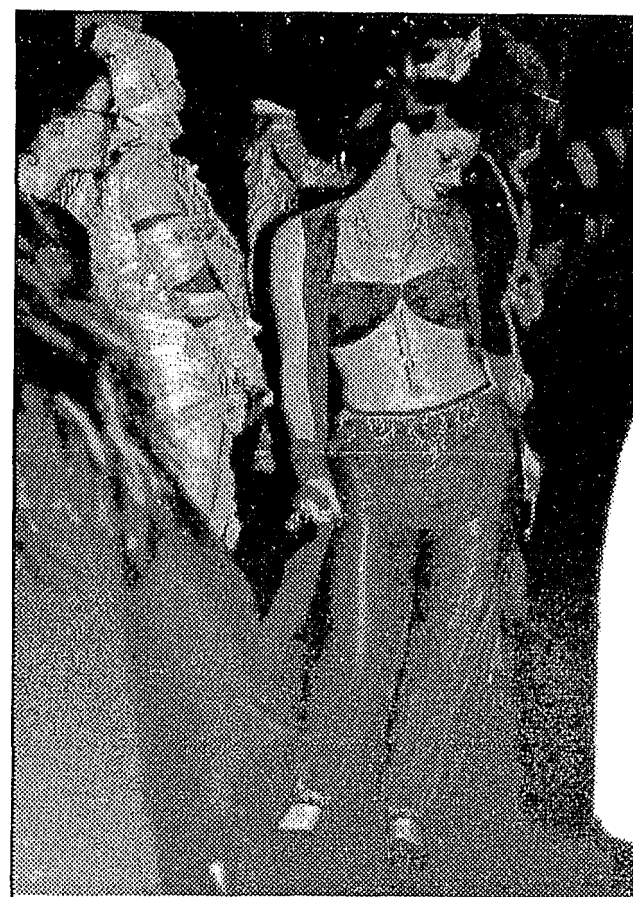


Photo by DJM Bowes  
UAS students enjoy dancing and Halloween costumes.

## Similes and Metaphors

*I charge through life  
like a rhinoceros,  
Shattering relationships  
like pottery.  
Within each fragile form,  
a butterfly—  
Within rhinoceros hide,  
a butterfly.  
Free the butterflies—  
Forgive the blind rhinoceros.*

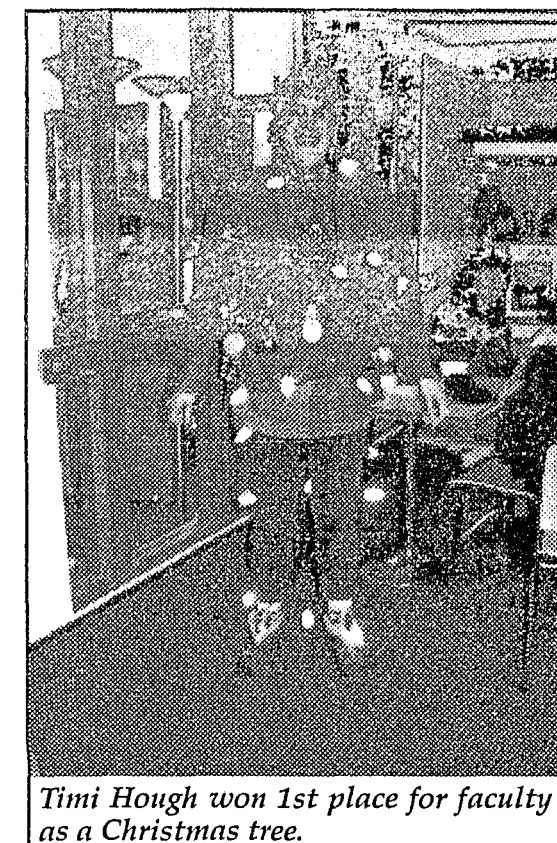
—Marah



Eileen Franson as an old lady.



Carl Rose as a fairy and Shea Rich as Morticia.



Tami Hough won 1st place for faculty as a Christmas tree.



Theresa Windred dressed as "Frankenstein's Flamingo."

## Costume contest shows UAS looking its best

Amy Dagley and Collyn Pilgreen won first place among students. The two dressed up as dice and won tickets to Perseverance Theatre.

First place faculty winner was Tami Hough, dressed as a Christmas tree. Hough was awarded a gift certificate to Bullwinkles Pizza.

Second place winners were given UAS T-shirts. Winners were Shea Rich as Morticia and Eileen Franson as an elderly woman. Honorable mentions went to Lori Oldacres, a Greek Goddess who spent a day out of her usual costume of "normal student," and Pattie Adkisson, who is not really a jester, but wore the delightful costume of one, and Carl Rose as a fairy.

Other costumes present were Collette Costa as a rainbow clown, Theresa Windred as Frankenstein's flamingo, and Ivan Hazelton as a cowboy.

## So Absurd

By Emanon Fonos

Word. My Word. Runnin thru time. Rippin up one nine-nine-nine. The millennium are you feelin numb? Dumb-dumb. How can you crucify the Son then think it's done. Did you laugh, was it fun, when you cast that stone then run, smiling styl-ing in the sun, salvation for a few and then some. Who got some? He got one, she got none. Pity-pity feelin giddy-giddy. A la mode. Oh watch Allah go with Jehovah in

the super nova takin over time and Mind, nine-nine-nine. Behold! It's a shame this dirty game playin with fire—watch your desire—burn in flames. Holler hurry the name. Caller surely you came. Follow fury and blame. In-sane, critical to your brain—I say until the lion lies with the lamb, damn you in pain. Cain wasn't Abel to maintain. Remain sane stay in your place with the grain. Buddhal Buddhal to your face. God-gives-grace. Buddhal Buddhal on the chase. Sanity-surpass-

space. Buddhal Buddhal with Christ bringin the light ain't it nice, flippin and flowin without even knowin where I'm goin showin you tidbits, blowin signs with midgets. Pedestal. Pet-a-fool. Pitiful. React-so-critical. No individual. Sight to the blind, mite to the widow, she weepin her baby sleepin in perfect peace, where the three wise men couldn't see. To the west! To the east! Baby be free! Baby be free; and with you so the whole world. Word!

## Pennies for the pound

By Whalesong staff

If you see Floyd Dryden seventh grade students Kerri Powers and Natalie Webb on campus between Nov. 16-20, don't be too amazed by their academic excellence. They aren't students. They will be here to raise money for animals at the Humane Society for Thanksgiving and Christmas.

This is a project for a language arts class taught by Ms. Gough. Students were asked to join committees, and these two chose the community service committee along with 6-10 other students.

This is not the only project these girls are involved with. "We're going to help the dry cleaners with their coat drive," says Webb.

Their main project is to collect spare change to donate to the Humane Society. They thought it would be an original idea, and a good benefit for animals.

Kerry's dad, Tim Powers, assistant professor of Computer Information Office Systems at UAS, said "Let's take on the college!" US-UAS President Josh Horst agreed that it was a good idea.

To win this challenge, UAS students need to beat Floyd Dryden students 4 to 1.

These girls are not afraid of a little hard work for their cause. They are even willing to roll all the coins earned themselves.

Powers says: "I'm excited, but I'm not sure if the kids will be interested in it. 'I think they will,'" chimes in Webb. "There are a lot of kids at our school who like animals."

The girls ask students to "remember the kitties and puppies who don't have homes and don't get table scraps at Christmas time. This is a way to give them an extra treat."

They also challenge us with: "We're going to beat you!"

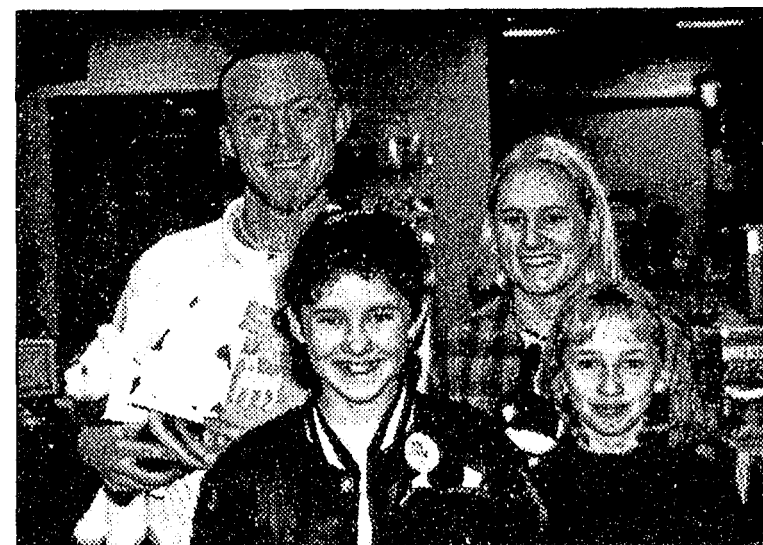


Photo by Amelin Jenkins  
UAS-UAS President Josh Horst and Student Senator Nicole Laeger meet with Floyd Dryden students Kerri Powers and Natalie Webb to set up "Pennies for the Pound" project.

## Critique of One Flew over the Cuckoo's Nest

By Heather L. Paige  
Whalesong Contributor

"One Flew over the Cuckoo's Nest" by Dale Wasserman, from the novel by Ken Kesey, is an intense metaphorical drama. The action takes place in the day room of a State Mental Hospital ward somewhere in the Pacific Northwest in 1962.

Perseverance Theater decided to perform this play at a different location in order to set the tone and create the surreal feel. The space used was about 70 x 18, which forced the audience into two rows of what Dale Harding called "the chronics." This created an atmosphere for the audience to be directly involved, seeming to be inside the mental hospital with the characters.

The main conflict is around a newly committed patient named R.P. McMurphy and Nurse Ratched. McMurphy has a history of violent tendencies because he likes to "fight and fuck." He refuses to submit to the rules and regulations of society. For example, he walks out in just a towel, asking the aides for toothpaste. Unfortunately it is "ward policy" that the toothpaste is locked up in a cabinet till 6:45 a.m. After noticing that the rest of the patients on his ward are terrified and under the control of Nurse Ratched, McMurphy feels the need to show them how to stand up for themselves. He tries to organize a vote to move the TV watching time to the evening when the World Series is on. Yet all the patients don't vote for it in fear of Nurse Ratched. The consequences could be the "shock shop." McMurphy convinces them to take a re-vote; all are in favor but one, Chief Bromden. The Chief is believed to be deaf and dumb, yet McMurphy motivates him to vote. All the patients are cheering on the teams in front of the TV when Nurse Ratched cuts the power to it and orders all to return to their duties. McMurphy continues to watch the blank screen defiantly cheering on the imaginary teams. The patients first look on in amazement, but slowly join in the commotion. The first act ends with them jumping for a home run, and proving that they are not wimps, while Nurse Ratched yells to try to maintain control. I found the character portrayal of McMurphy excellent. The energy projected by Terry Kelly was very believable of people in the sixties and of today, who question authority and society.

Nurse Ratched was a bitter woman who did everything by the book. She lived in a world she never questioned, and was comfortable and secure in it. Under the facade of a nurse who wants nothing more than to see her patients healthy, she really is after ultimate control. I believe that her character could have been made even more callous and authoritative. This I do not blame completely on her rendition. The script

mainly focused on the physiological control inflicted on the patients. One could argue that there weren't enough lines for Nurse Ratched's coldness to come through, although Maria Gladziszewski could have been a bit more frigid and not as rushed.

McMurphy greatly influenced the patients, and encouraged them to think for themselves. Chief Bromden found it easier to cope if everyone believed him to be a huge deaf and dumb Indian. McMurphy befriends the Chief who opens up his surreal world to McMurphy. The first scene starts with the Chief in monologue, talking to "Papa" who isn't really there. The lights are dim while eerie mechanical noises are played in the background. He talks in metaphors, of how society is the "combine" making every one the same, to do what they want. Chief Bromden has a few more of these surreal monologues throughout the play to tell how he views the tragedy that he lives in, and how "little" he has become as a result. He sees McMurphy try to fight Nurse Ratched by going against the rules she holds holy, and tries to warn him.

In the last act McMurphy throws a party and sneaks in Candy and Sandy, two women, or more precisely "chicks." Candy is specifically for the de-virginization of Billy Bibbit. Billy is a twenty-five year old stutterer who recently tried to slit his wrists because of the lack of understanding and pressure that his mother inflicts. He is timid and lacks self-confidence, especially among women. While Billy and Candy are in the scullion room in the act, Nurse Ratched walks in. When confronted with his sin, Billy stands tall and confident, without shame for the first time. Yet when Nurse Ratched threatens to tell Billy's mother, his stance slumps, his stuttering returns, and he is forced to blame McMurphy for everything. Brennan Halterman's portrayal of Billy was unbelievably believable. Knowing him on a very personal level, and then seeing him as a meek manboy, was quite disturbing for me, in a good way.

The Chief ends the play in a monologue about continuing his life. We now see him as being "Big." I found Chief Bromden wonderfully done by George Holly. He had amazing control over his facial expressions, and body movement.

I was enormously pleased with the rest of the patients on the ward. The character Ruckly, played by John Lawson, must have been challenging. For mostly two hours he stood in a crucifix position drooling continually. All of the patients worked quite well as an ensemble. I thoroughly enjoyed watching their individual reactions, seeming to be in their own little worlds. I'm glad that I was able to view this play three times to be able to see all the little nuances among the crew.

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# Phoenix...

Continued from Page 5

ample, on the most recent project Lundquist and math teacher Hettinger worked together to introduce skills in polling and survey analysis. A representative of the McDowell Group came and talked to the students about how to do polls and how to assess error, so that the students could engage in realistic polling practices.

Costello, who teaches social studies, is in her second year at Phoenix. "As a new teacher I feel I'm on the cutting edge of education," she says. "Everyone's talking about it and we're doing it." According to Costello, the Phoenix program gives teachers the opportunity to see students challenged, to see them rise to the challenge, and to see growth. Students connect with mentors in the community and work on projects that draw them into the community. Working on real-life projects gives students experience with real-life problems. For example, an article in the "Juneau Empire" on Nov. 2 reported that four Phoenix students working on a project called "Teens Against Ballot Measure 8" face a possible fine from the Alaska Public Offices Commission because they missed the deadline for filing financial reports for a political ad.

Phoenix places a strong emphasis on developing a sense of community and family atmosphere among the students. "They look out for one another," Ciri says. His daughter, Ellie Cary, says, "We all trust each other pretty much. It's like a big family." During a recent lunch hour, the Phoenix family enjoyed a banana split party together. When Ciri asked his daughter how she thinks kids from the traditional high school feel when they visit Phoenix, she answered, "Phoenix rocks!"

While Phoenix definitely provides a more supportive atmosphere for kids than a traditional high school, Ciri says he doesn't recommend the program for everyone. To be involved in Phoenix a student needs to be self-directed and able to work well in a group setting. "You have to have a match between the personality and the learning style of the learner and the environment that you put them in," he says.

The Phoenix application process is designed to achieve this match. The application neither asks for nor requires any grade status. Instead, it asks students about their experience or interest in collaborative learning, integration of content, and performance-based assessment. "The application helps

us match student interest and strength with program delivery style," says Gleason. "Phoenix provides choice for students. It provides an opportunity for students to demonstrate their strengths while they address their needs."

At the same time, being in Phoenix makes it difficult for a student to be involved in elective classes at JDHS. "The delicatessen advantage of the larger high school is limited by Phoenix," Gleason says. A Phoenix day runs from second period through sixth period; because it's a five-period block, students don't have the full range of electives available to them. "When you're in Phoenix, you're committed to that block of classes," Ciri says. "But if you want to be involved in an elective, you're out of luck."

At the very least, making time for electives may require sacrifice. One Phoenix student stays through seventh period so that she can take chorus. And Cary arrives at school at 7 a.m. for a zero-period orchestra class. In addition, "It's hard when you have friends at JDHS," Cary says. "You don't get to hang out with them as much."

Phoenix has a reputation for giving a lot more homework than a traditional high school. While he's not sure that's true, Ciri says it is true that Phoenix involves students in more complicated projects. "It's easier for a kid to wrap his mind around a work sheet than to deal with, 'You're going to have a six-week project,'" he says.

According to Phoenix junior Scott Moeller, burn-out can be a problem for some students. "Students at the Phoenix Project are hard-working; they achieve above and beyond," Moeller says. "We do a lot of exciting things and you want to push." Moeller, who has been in the Phoenix Project for three years and plans to return for his senior year, says that some students go back to traditional high school for a year to take a break, and then return to Phoenix.

In spite of drawbacks, Gleason says the future of the Phoenix program remains bright. "One of the criticisms is that it's an elitist program. That's a misrepresentation. We have students with a wide range of academic ability. The purpose of Phoenix is not to solicit only the best and brightest. Phoenix is designed to provide a delivery model that we think is effective for all students, and we are finding that to be the case."

## "What would you think if you saw Genji flying across the parking lot?"

(This question originated with a discussion in Kevin Krein's philosophy class.)

Nina - I'd look for the wires.

Joe - I'd ask somebody else, "Do you see what I see?"

KK - "My senses must be deceiving me."

Don - I would suspect demonic activity. [It is only fair to say that Don has never met Genji personally.]

Jon - "Pretty cool."

Brian - "Wow, he's learned some moves. Normally it's just a video game thing."

CJ - "Hey, Genji, show me how to do that!"

Suzan - If he was on his way down it would be funny.

Wonder - How, with wings or as a result of physical violence? Straight up and down or lying flat? Well, I'd think, "Now I'm really gonna vote for him for governor."

Marvin - I'd think, "There goes Genji flying across the parking lot."

## A letter from mom

### Words of Wisdom:

The unexamined life is not worth living. - Socrates  
The unexamined life is a lot less stressful. - Mom

### Dear Offspring:

I hope they're feeding you enough up there in the Alaskan wilderness. Things are about the same here at home. The feathers really hit the fan last weekend. You know your cousin Brenda just had a baby, and maybe she's not looking her best right now. Anyway, her husband Alan went down to the river Friday night, which is OK, except he took your cousin Adelaide along. Of course Adelaide is Brenda's cousin too, and she's underage, so it was not right smart of Alan to get her drunk. Seems a bunch of the other cousins dropped in down by the river and caught Alan and Adelaide in what you might call a compromising situation. So now of course nobody's speaking to anybody and we'll be lucky if nobody gets shot. Well, that's about all from the home front. Stay warm and keep that kayak dry.

Love, Mom

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Marcuss, bring back the cookbooks.

The Alumni Association is updating its bylaws. Proposed changes are displayed on the Internet at [www.jun.alaska.edu/alumni/bylaws.shtml](http://www.jun.alaska.edu/alumni/bylaws.shtml) or call Chris Phillips at 364-3557.

Stuff to sell: Pentium computer, bookshelf, EZ chair with ottoman, and new canoe. Call Joe at 789-5998.

Would you like to have your tuition paid for and work in an exciting, glamorous environment? *The Whalesong* is accepting applications for General Production Manager and Ad Manager. Pick up your application at the personnel office.

## Still more one-line movie reviews

By The Midgett

### Titanic

A classic tale of lower-class boy meets and falls in love with upper-class girl on the unsinkable Love Boat (that still sinks) in the movie where the previews spoiled any elements of the plot not already spoiled by history lessons.

### Army of Darkness

An S-Mart housewares salesman with a chainsaw for a hand confronts an ancient, evil army of the undead in both the past and present while simultaneously seducing a beautiful woman, joining two warring armies, and delivering witticisms and power-lines.

### Ferris Bueller's Day Off

High school senior deceives the entire city of Chicago, abducts two friends and a classic Ferrari, and spends his last sick day avoiding authority figures.

### Event Horizon

The crew members of a space ship set physics back 200 years when they discover that the reappearance of another space ship possessed by Satan had traveled to hell when it passed through a black hole.

### From Dusk Til Dawn

Chaos ensues after two bank robbers abduct a family for hostages, take them to a Mexican strip-club and get attacked by extremely violent, yet wimpy vampires when Quintin Tarentino combines two, half-finished scripts into a single movie.

### X-Files: The Movie

Two witty, attractive FBI field agents, after losing their jobs, continue to do them by chasing bees and space-ships from Arizona to Antarctica in a longer, high-production-value episode of The X-Files that unearths more questions than answers.

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